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agencies of transfer are the building up of "attitudes of orientation," the increased facility in holding and manipulating a large number of visual elements at the same time, and the development of methods of analysis and attack.

J. HERBERT KELLEY

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Standards for Measuring Junior High Schools. By ERWIN E. LEWIS.
Iowa City: University of Iowa, 1916. Pp. 30.

The numerous students of educational problems who have found difficulty in ascertaining in the midst of conflicting claims just what is meant by "a junior high school," will discover a very satisfactory treatment of the subject in the bulletin recently prepared by Mr. Lewis. Mr. Lewis has made a careful analysis of the diversified literature which pertains to the junior high school, on the basis of which he describes ten major characteristics or "standards," namely: (1) entrance requirements, (2) classification of pupils, (3) grades included, (4) housing, (5) courses, (6) method of promotion, (7) departmentalized instruction, (8) preparation of teachers, (9) student advisory system, and (10) supervised study.

Each of the foregoing points is further defined from the point of view of a standard junior high school. While many readers will undoubtedly differ from the author as to the points which enter into the measurement of the "standard" junior high school, all will welcome the clarifying effect which Mr. Lewis' treatment of this mooted subject affords. The work is introduced by a historical consideration of the points involved and concluded by a well-selected and annotated bibliography of twenty-one titles.

FRED C. AYER

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Food Study: A Textbook in Home Economics for High Schools. By
MABEL THACHER WELLMAN.

This book seems to have covered the ground pretty thoroughly, and to be a source of reliable information gathered from standard works and authorities. The class experiments are clear and definite, the summary questions and references most comprehensive.

But in an attempt to put the material together for "certain advantages in presentation, as the early introduction of such subjects as meals and serving," a most illogical and confusing plan has been followed. It is quite reasonable to devote the first five chapters to a study of fruits and various methods and principles of preservation, although a general introduction to micro-organisms should precede a specific study of molds, yeasts, and bacteria. The next four lessons, under the heading "Use of Water in Cooking" take up the preparation of *potatoes*, *eggs*, and *cereals*, while later starch and rice are discussed. A much

better plan would have based more on the division of "chief food principles," taking up the carbohydrates and principles involved in their preparation, developing that and then discussing eggs as a protein food—not under the head of "Use of Water in Cooking."

The various meal plans can easily be worked in without such a confusion of general principles. So on through the book—the beverage lessons stray from their purpose to a combination devoid of any purpose, and there is a general lack of orderly procedure. A student of this text could scarcely formulate a very definite notion of the five food principles or plans and the general principles governing their preparation, although she might have gathered some accurate information in specific instances. A general rearrangement of the material would make the text much more acceptable as such.

CATHERINE CREAMER

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Greek and Roman Mythology. By JESSIE M. TATLOCK. New York: Century Co., 1917. Pp. 370. \$1.50.

A review of this book reveals the fact that the most essential and valuable myths can be put in a concise but attractive volume. The author's aim, which is to give an understanding of the peoples among whom the mythology was fostered as well as to familiarize the student with the commoner myths referred to in literature and art, is very well accomplished. The attitude of sympathetic appreciation which the author has taken both in the introductory chapter and in each individual story is almost certain to give the reader the desired attitude toward mythology.

The scope of the book accords with the aim and with the presentation of subject-matter. The high-school student needs a book of mythology which deals with those mythical characters who play such a large part in all classical literature, and which does not attempt to exhaust the field of mythical lore.

The chief merit of this book, which places it above the Guerber and Gayley textbooks on mythology, is its unity. The tendency of previous authors has been to present mythology as a great mass of loosely connected detail. Miss Tatlock has connected the stories in such a way that the young student cannot fail to grasp a large part of the material without testing his memory beyond natural limits. Thus the numerous love affairs of Zeus are rarely told as a connected story, although that is the effective method of presentation. The appendixes are extremely valuable for general reference. The pictures of standard works of art are worthy of favorable comment. The distinct print renders the book more readable than Gayley or Guerber.

ADALINE LINCOLN

VAN BUREN, ARK.